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ABSTRACT

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in February; poems; flannelboard stories; word puzzles and other puzzles; language arts activities; an exercise in following directions; art activities; mathematics activities; activities related to the metric system; activities to develop an awareness of post office careers; and variations on playing tag. Many of the activities have a Valentine's Day or Presidents' Day theme or are related to Arizona (the "state of the month"). An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

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FEBRUARY 1982

DATE	EVENT	ACTIVITIES PAGE
State of the month - ARIZONA CHOICE unit - THE POST OFFICE		1, 11-15 8, 24, 26, 37-47
Afro-American History Month American Heart Month National Children's Dental Health Month		18-21
2	GROUNDHOG DAY	17
3	NORMAN ROCKWELL - birthday (1894	
6	RONALD REAGAN - birthday (1911)	
7	CHARLES DICKENS - birthday (1812)	
8	JULES VERNE - birthday (1828)	
8-14	BLACK HISTORY WEEK	18-21
11	THOMAS EDISON - birthday (1847)	
12	ABRAHAM LINCOLN - birthday (1809)	2, 10, 28
14	ARIZONA ADMISSION DAY (1912)	1, 11-15
14	VALENTINE'S DAY	3-9, 34, 35
15	SUSAN B. ANTHONY - birthday (1820)	
20	INSTRUCTIONAL MATERIALS WORKSHOP: 9:00-2:00, See inside back cover for more information	
21	CESAR CHAVEZ - birthday (1927)	
22	GEORGE WASHINGTON - birthday (1732)	3, 11
24	Mexico: FLAG DAY	
26	WILLIAM ("Buffalo Bill") CODY - birthday (1846)	

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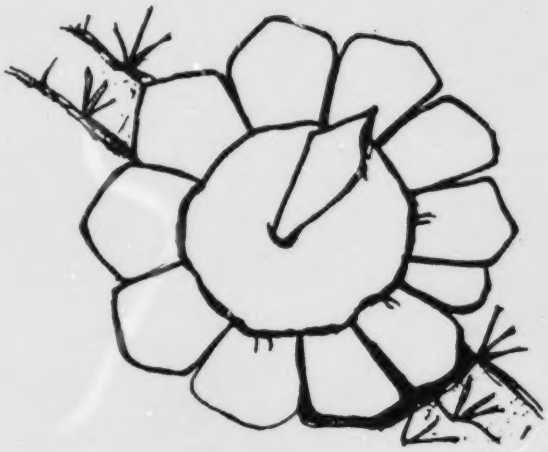
ARIZONA

Admission day: February 14, 1912

STATE BIRD: Cactus wren



STATE FLOWER: Flower of the saguaro cactus

FEBRUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

A. Lincoln

ABE LINCOLN

Abe Lincoln had a big, long beard
and wore a tall black hat.
He was our sixteenth president,
now what do you think of that?

If you want to see his face,
here is what you do.
Just find a penny, turn it up and
his face will look at you!

Chopping Logs

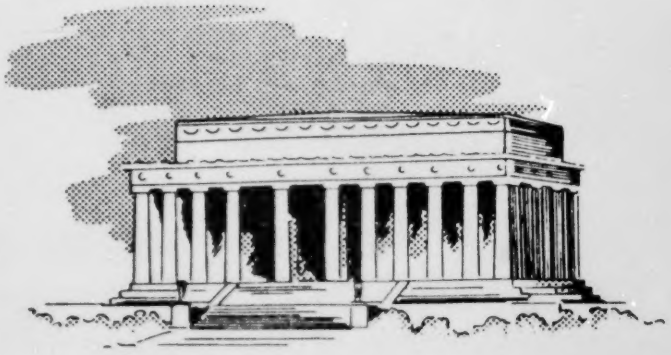
I'm chopping, I'm chopping
With my ax I'm chopping,
I'm chopping the logs,
They're splitting in two
Like Abraham Lincoln used to do.

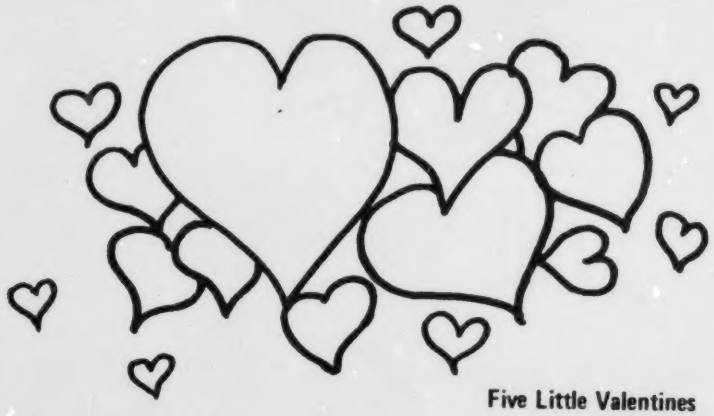
LINCOLN MONUMENT: WASHINGTON

Let's go see old Abe
Sitting in the marble and the moonlight,
Sitting lonely in the marble and the moonlight,
Quiet for ten thousand centuries, old Abe.
Quiet for a million, million years.

Quiet -

And yet a voice forever
Against the
Timeless walls
Of time -
Old Abe.





Little Valentines

Five little valentines were having
a race
The first little valentine was frilly
with lace.
The second little valentine has a
funny face
The third little valentine said, "I
love you."
The fourth little valentine said, "I do
too."
The fifth little valentine was sly as
a fox
He ran the fastest to your valentine
box.

Five Little Valentines

* children's names

One little valentine said, "I love you."
* made another; then there were two.
Two little valentines, one for me.
* made another; then there were three.
Three little valentines said, "We
need one more."
* made another; then there were four.
Four little valentines, one more to
arrive.
* made another; then there were
five.
Five little valentines all ready
to say,
"Be my valentine on this happy day."
*(Have the children hold up an
additional finger as numbers
are added)*

Washington

When Washington was a little boy,
A hatchet was his favorite toy.
With his hatchet he learned as a
youth,
It is always best to tell the truth.

I love the name of Washington.
I love my country, too.
I love the flag, my country's flag,
The red, the white, the blue.

FEATHERED VALENTINE

A flash of red against the pine!
The cardinal - nature's Valentine -
Flies across the gloom and gray,
Of a February day...

As fast as any Cupid's dart,
And as scarlet as a heart,
For just a moment he is mine...
This lovely feathered Valentine.

A VALENTINE FANTASY

Once upon a time there was boy named Valentine. When he was born his father made him a beautiful bow and some golden arrows. His father taught him how to use the bow and arrows and he became a fine marksman.

Valentine never shot any of the birds or the animals in the forest because they were his friends. And of all the animals he saw, the bluebirds were his special friends. His father told him about the rarest bird of all, the golden bluebird that had a heart of gold. Valentine always hoped to find a golden bluebird.

One day, when he walked far into the forest he saw a beautiful golden bluebird. "It's the golden bluebird," he said. Then to his amazement the bird came and perched on his shoulder.

Nearby, in a castle, lived a King. He had fallen in love with a beautiful princess and wanted to marry her. She told him she would marry him if he would bring her the heart of a golden bluebird.

The King didn't know how he could get the bluebird's golden heart, so he called his Wise Man and asked him how he could get the golden bluebird's heart. The Wise Man said, "Only a hunter with golden arrows can get the heart."

The King called his soldiers together and sent them out to find a hunter with golden arrows. Soon they met Valentine and told him that the King wanted him to shoot the golden bluebird so he could give its heart to the princess and she would marry him.

"But I have never shot the birds or animals in the forest," said Valentine. "I can't shoot the bluebird."

"You must," said the soldiers. "The King demands it."

"I can not," said Valentine.

"Then we will take you to the dungeon," said the soldiers and Valentine was dragged off to the dungeon.

The dungeon was dark and cold. There was no bed and Valentine had no pillow for his head.

During the night, Valentine heard wings fluttering. "Who's there?" asked Valentine. A tiny voice said, "Your friend, the bluebird. I've come to save you."

"No one can save me," said Valentine. "The King is angry with me because I would not shoot you for your golden heart. Now I have lost my bow and arrows and I have to stay in this dungeon.

"You saved my life," said the bird. "And because of that I have brought you a golden heart."

"Oh, bluebird," said Valentine. "How can you give me your golden heart?"

"It's not my heart," said the bluebird, "but it is exactly the same. Look, it is very beautiful."

In his beak he had a golden heart on a chain. "It is beautiful," said Valentine. "But how did you get it?"

"Your father made it when he found out you were in trouble," said the bluebird.

"Oh, I am so happy," said Valentine. "I hope the King will be happy with it."

When the keeper of the dungeon came, Valentine showed him the heart and immediately the doors were opened and Valentine was set free.

When the King saw the golden heart, he said, "It is indeed beautiful. But I hope the Princess will not be disappointed when she finds out it is not really the heart of a bluebird."

The King got on his fastest horse and rode to the palace where the princess lived.

When he gave her the golden heart she thought that it was very beautiful. "Is it really the heart of the golden bluebird?" she asked.

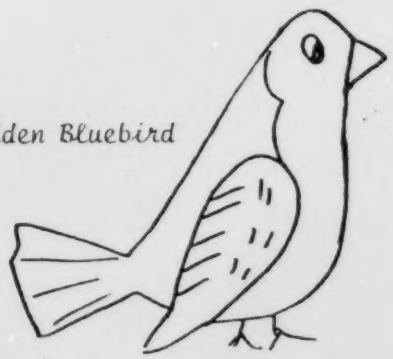
"No, my love," said the King, "but it is made just like the bluebird's heart. Do you like it?

"Yes, I do indeed," said the Princess. "I have been watching the birds feeding and it made me sad that I had asked you to bring me the heart of the golden bluebird. But now I am happy and I will marry you."

"This is a very important day," said the King. "We shall remember it in a special way. From now on, February 14th shall be known as Valentine's Day. And lovers shall give a heart to their beloved and it shall be called a 'Valentine.' In this way they can say, "I love you."

And they still do!

Golden Bluebird



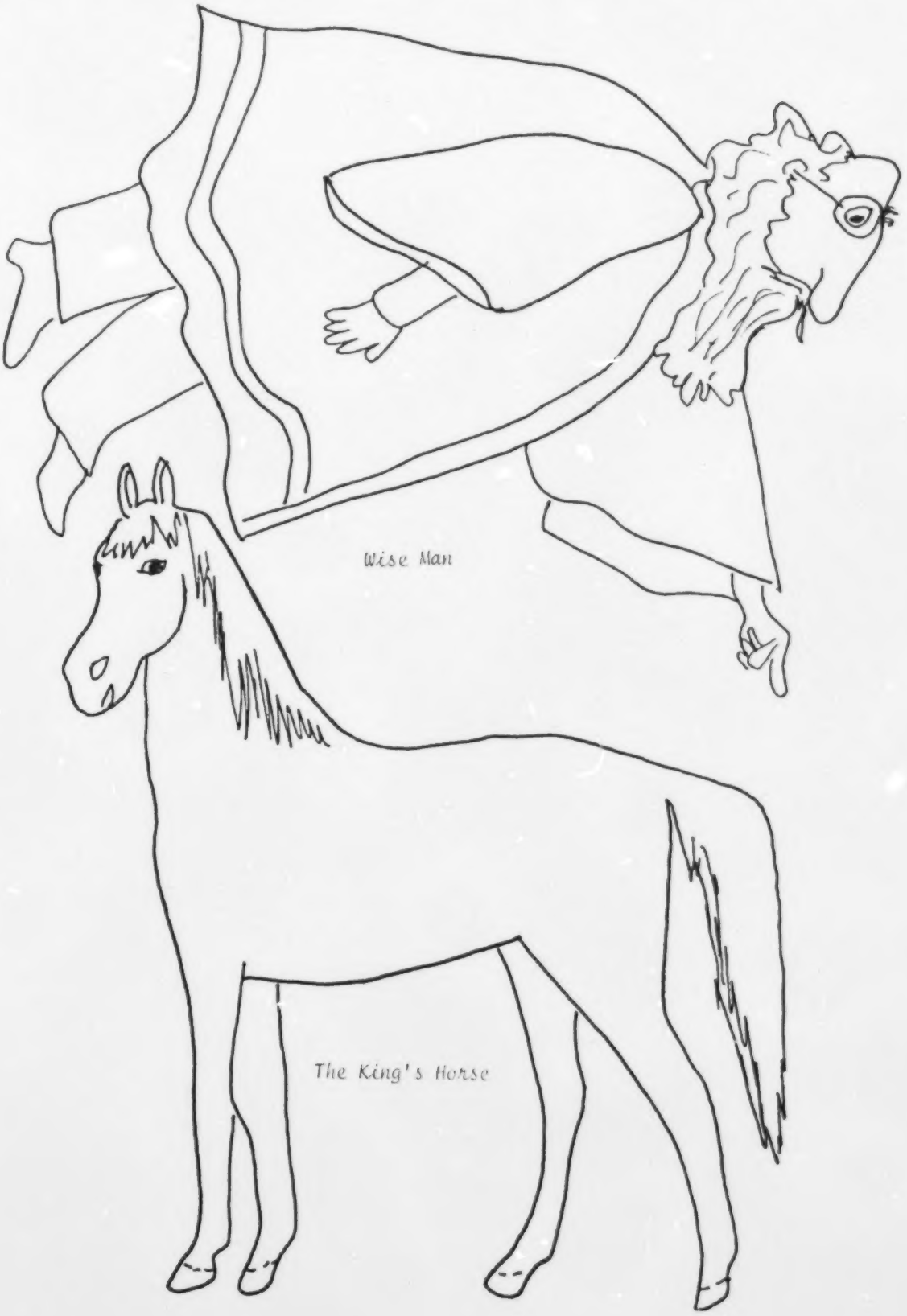
Golden Heart
(Glue on glitter.)

Soldiers

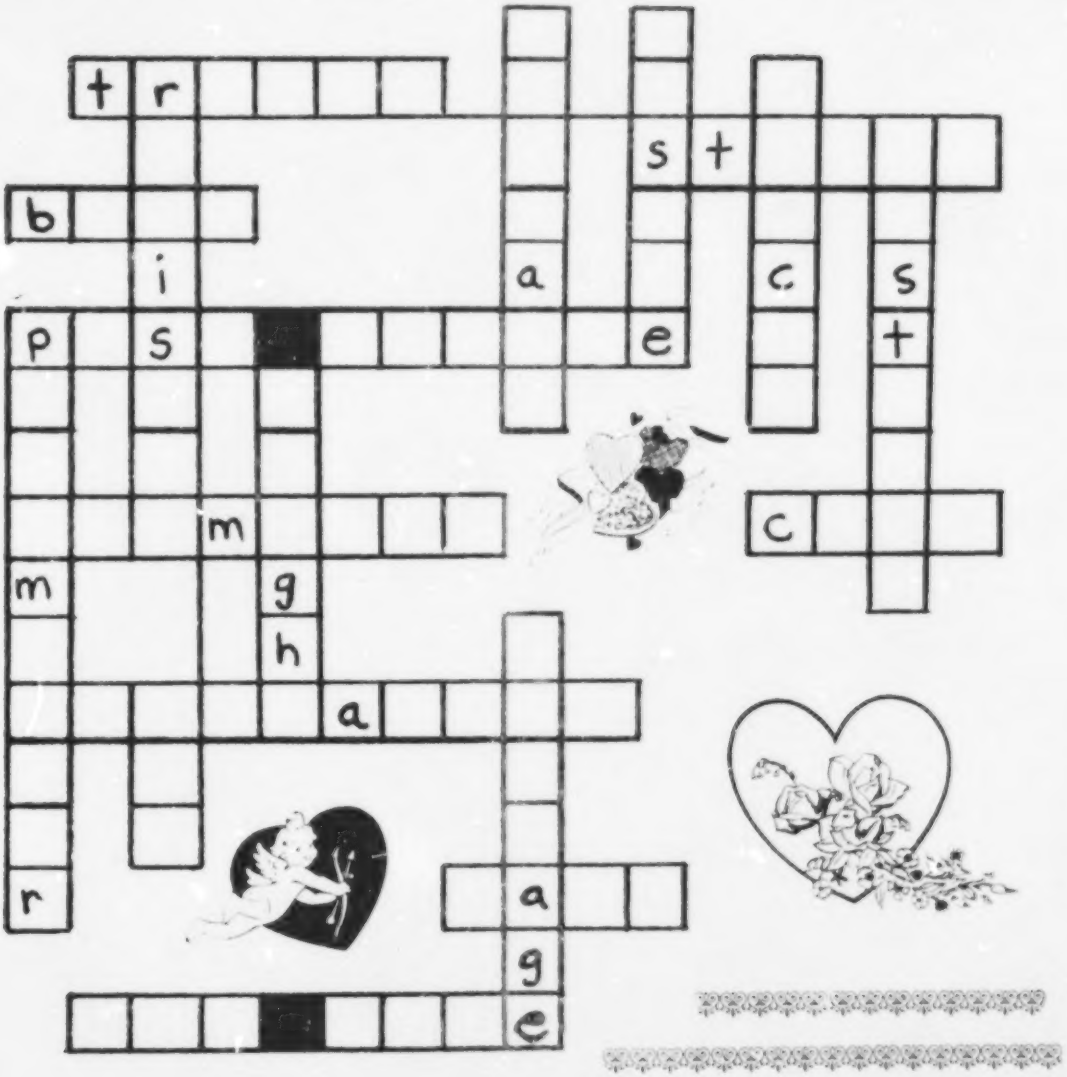
Valentine

Princess

King


Wise Man
The King's Horse

ANY VALENTINES FOR ME?



If you get a Valentine's Day card in the mail it will come through the United States Postal Service.

The words below all tell something about the postal service. See if you can fit them into the puzzle above. Each word is used only once.

airmail	postmaster	postage	register	zip code
cars	box	postmark	terminal	insure
bags	cancel	stamps	weight	trucks
post office	laws	substation		

Acrostics

Write a sentence using the letters in the word HEART as the first letters of the words in the sentence.

EXAMPLE:

L = Lunch was
O = over
V = very
E = early.

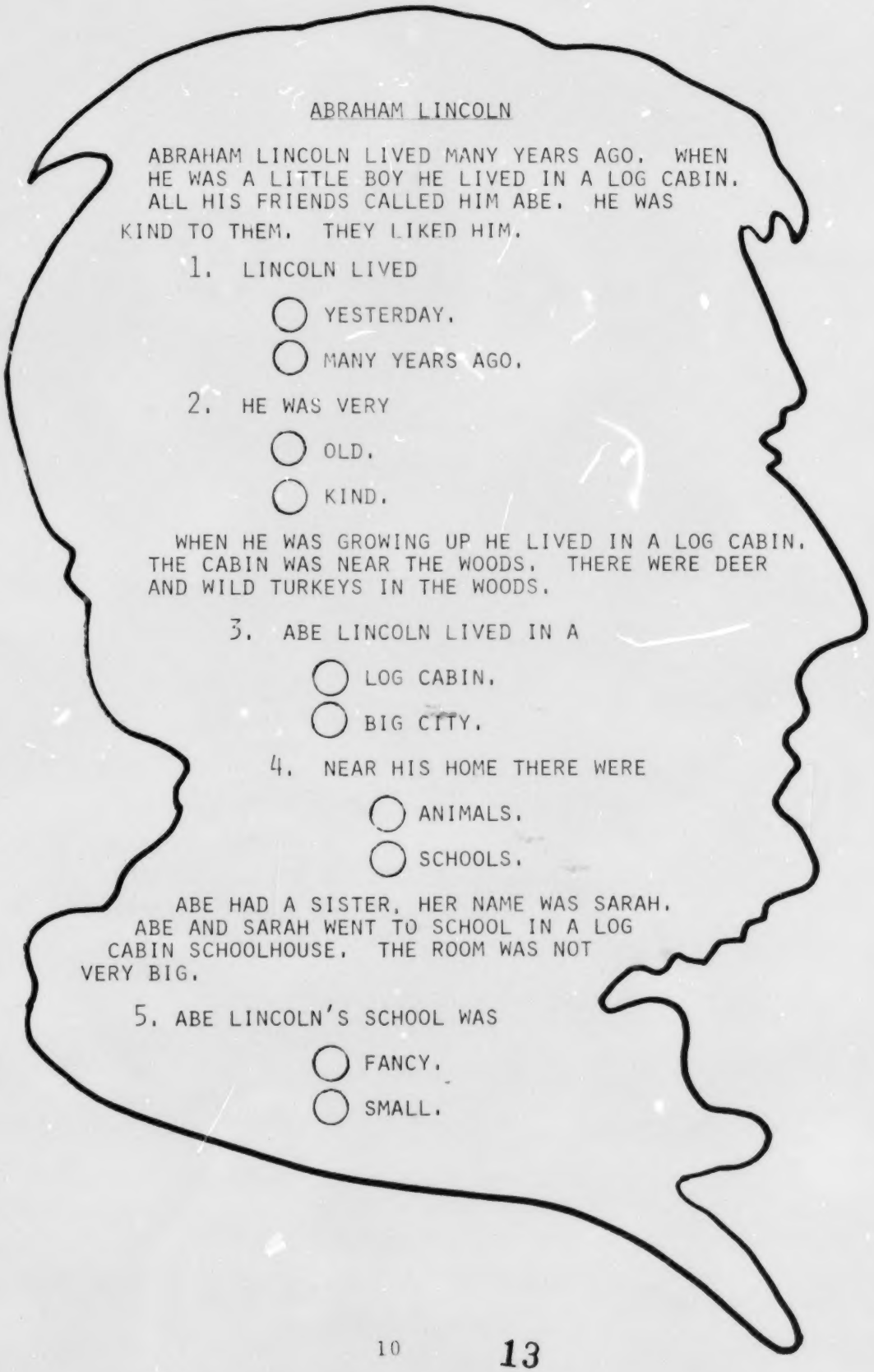
H _____

E _____

A _____

R _____

T _____



ABRAHAM LINCOLN

ABRAHAM LINCOLN LIVED MANY YEARS AGO. WHEN HE WAS A LITTLE BOY HE LIVED IN A LOG CABIN. ALL HIS FRIENDS CALLED HIM ABE. HE WAS KIND TO THEM. THEY LIKED HIM.

1. LINCOLN LIVED

   ◯ YESTERDAY.

   ◯ MANY YEARS AGO.

2. HE WAS VERY

   ◯ OLD.

   ◯ KIND.

WHEN HE WAS GROWING UP HE LIVED IN A LOG CABIN. THE CABIN WAS NEAR THE WOODS. THERE WERE DEER AND WILD TURKEYS IN THE WOODS.

3. ABE LINCOLN LIVED IN A

   ◯ LOG CABIN.

   ◯ BIG CITY.

4. NEAR HIS HOME THERE WERE

   ◯ ANIMALS.

   ◯ SCHOOLS.

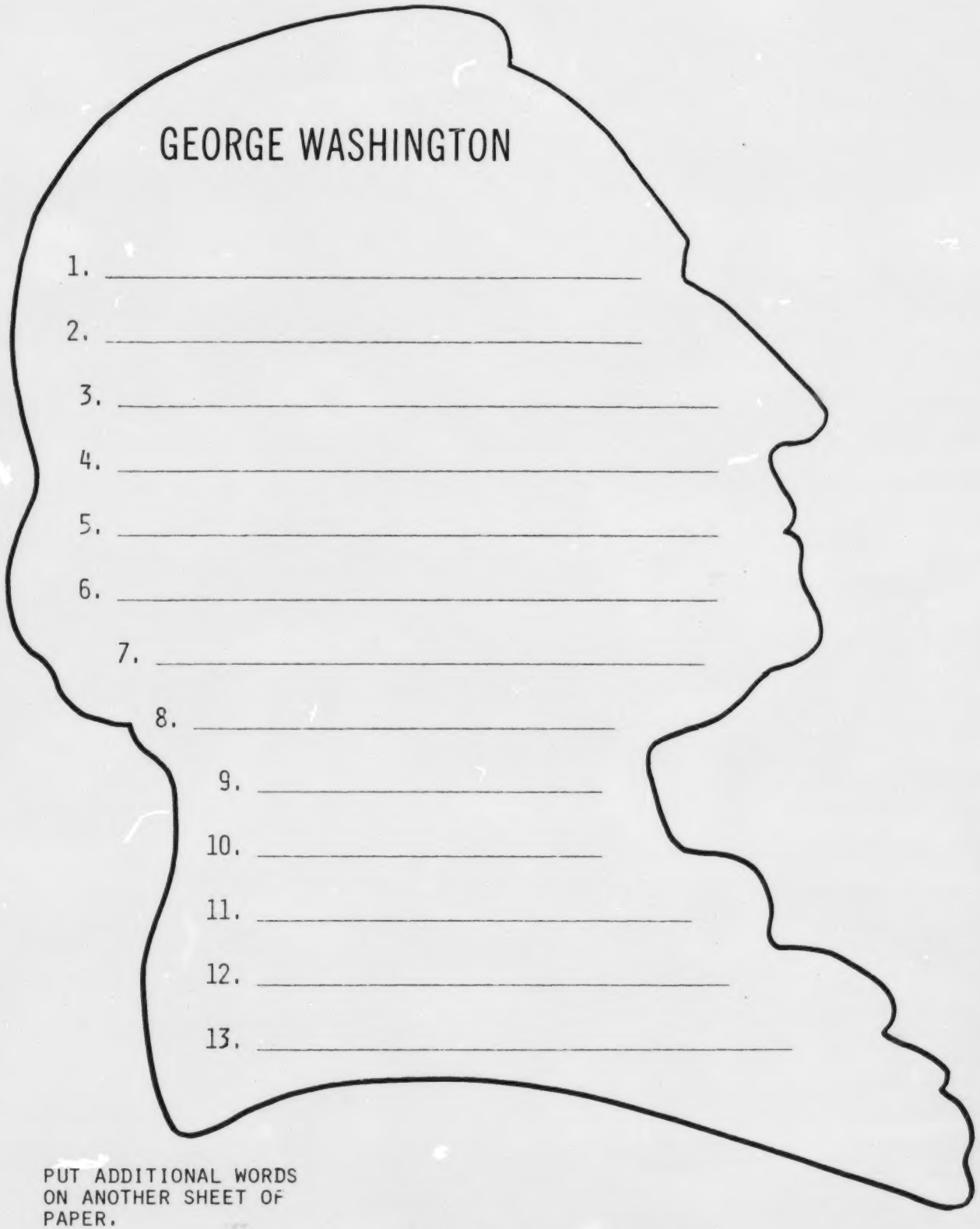
ABE HAD A SISTER, HER NAME WAS SARAH. ABE AND SARAH WENT TO SCHOOL IN A LOG CABIN SCHOOLHOUSE. THE ROOM WAS NOT VERY BIG.

5. ABE LINCOLN'S SCHOOL WAS

   ◯ FANCY.

   ◯ SMALL.

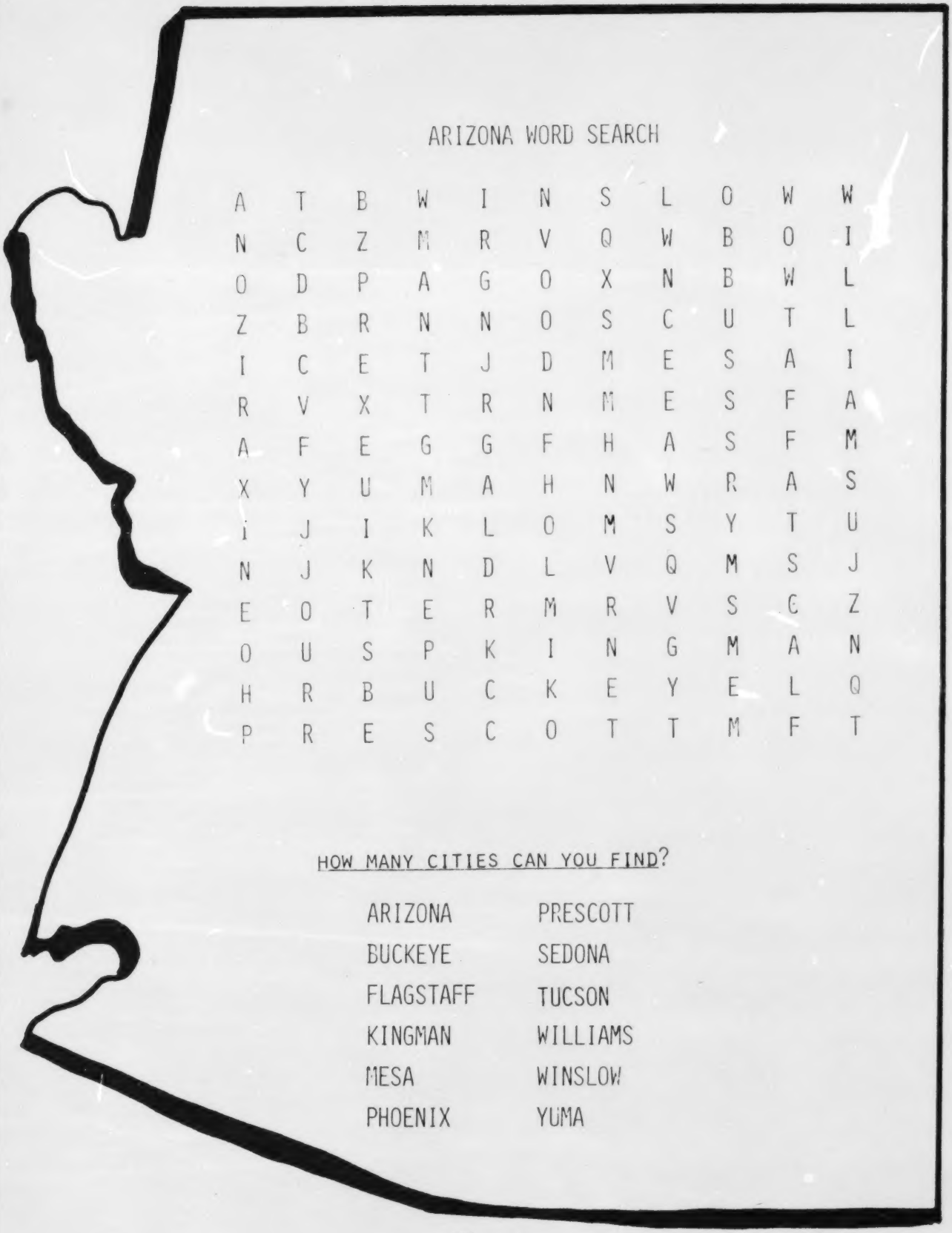
HOW MANY WORDS CAN YOU MAKE FROM....



GEORGE WASHINGTON

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

PUT ADDITIONAL WORDS ON ANOTHER SHEET OF PAPER.



ARIZONA WORD SEARCH

A	T	B	W	I	N	S	L	O	W	W
N	C	Z	M	R	V	Q	W	B	O	I
O	D	P	A	G	O	X	N	B	W	L
Z	B	R	N	N	O	S	C	U	T	L
I	C	E	T	J	D	M	E	S	A	I
R	V	X	T	R	N	M	E	S	F	A
A	F	E	G	G	F	H	A	S	F	M
X	Y	U	M	A	H	N	W	R	A	S
i	J	I	K	L	O	M	S	Y	T	U
N	J	K	N	D	L	V	Q	M	S	J
E	O	T	E	R	M	R	V	S	C	Z
O	U	S	P	K	I	N	G	M	A	N
H	R	B	U	C	K	E	Y	E	L	Q
P	R	E	S	C	O	T	T	M	F	T

HOW MANY CITIES CAN YOU FIND?

ARIZONA	PRESCOTT
BUCKEYE	SEDONA
FLAGSTAFF	TUCSON
KINGMAN	WILLIAMS
MESA	WINSLOW
PHOENIX	YUMA

A Lonely Giant

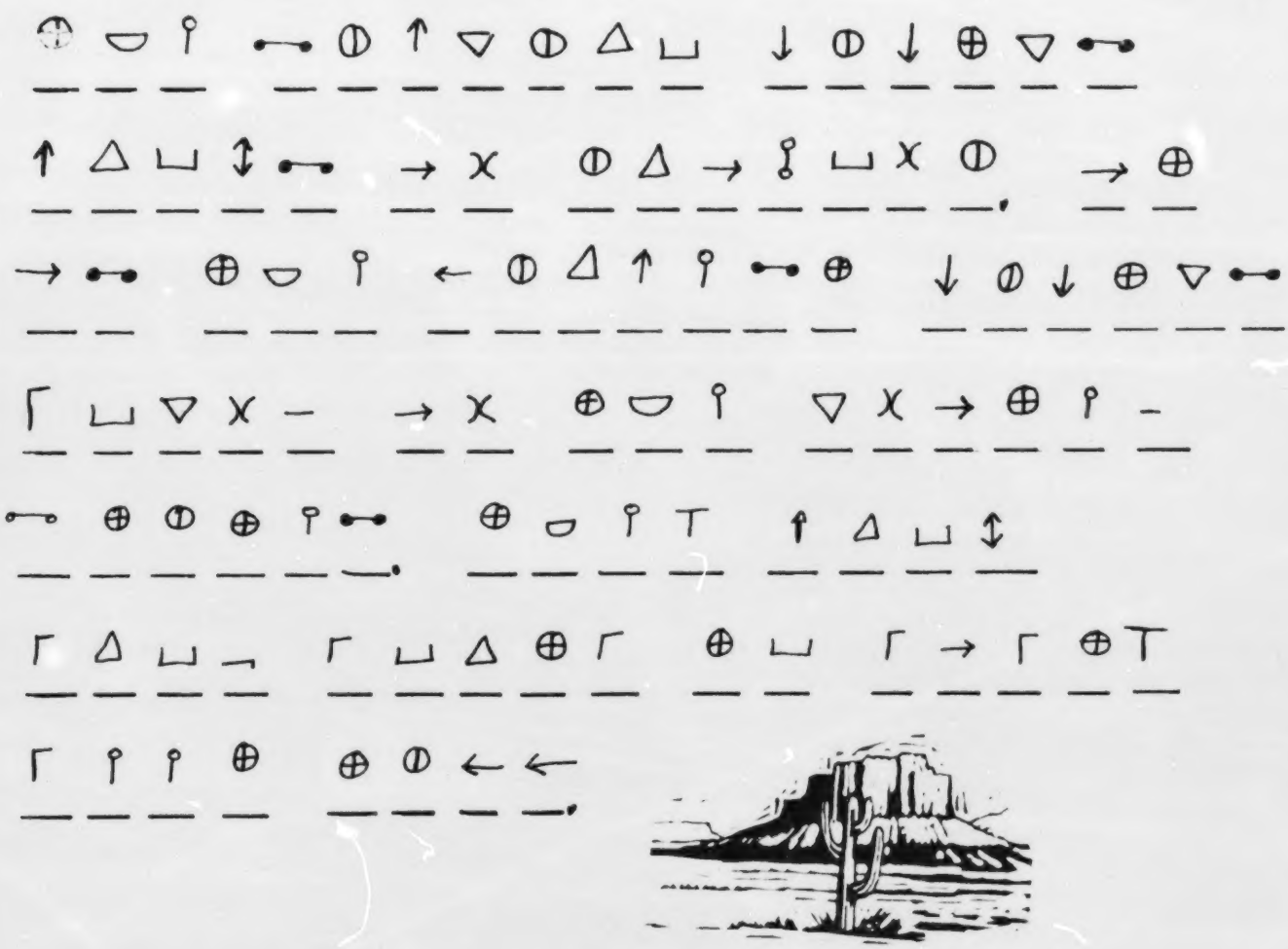
The State Flower
for the state of
ARIZONA
is the blossom of
this plant.

16

CAN YOU FIGURE OUT THE SECRET CODE?

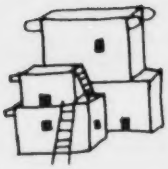
A	B	C	D	E	F	G	H	I	J	K	L	M

N	O	P	Q	R	S	T	U	V	W	X	Y	Z



PLACES TO LIVE IN

Arizona



Unscramble the letters below to find out all the kinds of places people live. Write the word on the line.

1. P E T E E _____
2. R I T A R L E _____
3. S O N N A I M _____
4. T R M A P A T N E _____
5. H O F A U R M S E _____
6. B I C A N _____
7. A C R H N _____
8. T U H _____

15. T E L M O _____
16. H A C K S _____
17. D G L O E _____
18. T N E T _____
19. P L E X I R T _____

9. W N T O E H O U S _____
10. A - R A E F M _____
11. R A T C T M E H O _____
12. P L D U X E _____
13. T T C G A E O _____
14. T E H L O _____
20. D M N U C N O I I M O _____

Crossword Puzzles

F
E
B
R
U
A
R
Y

F U N

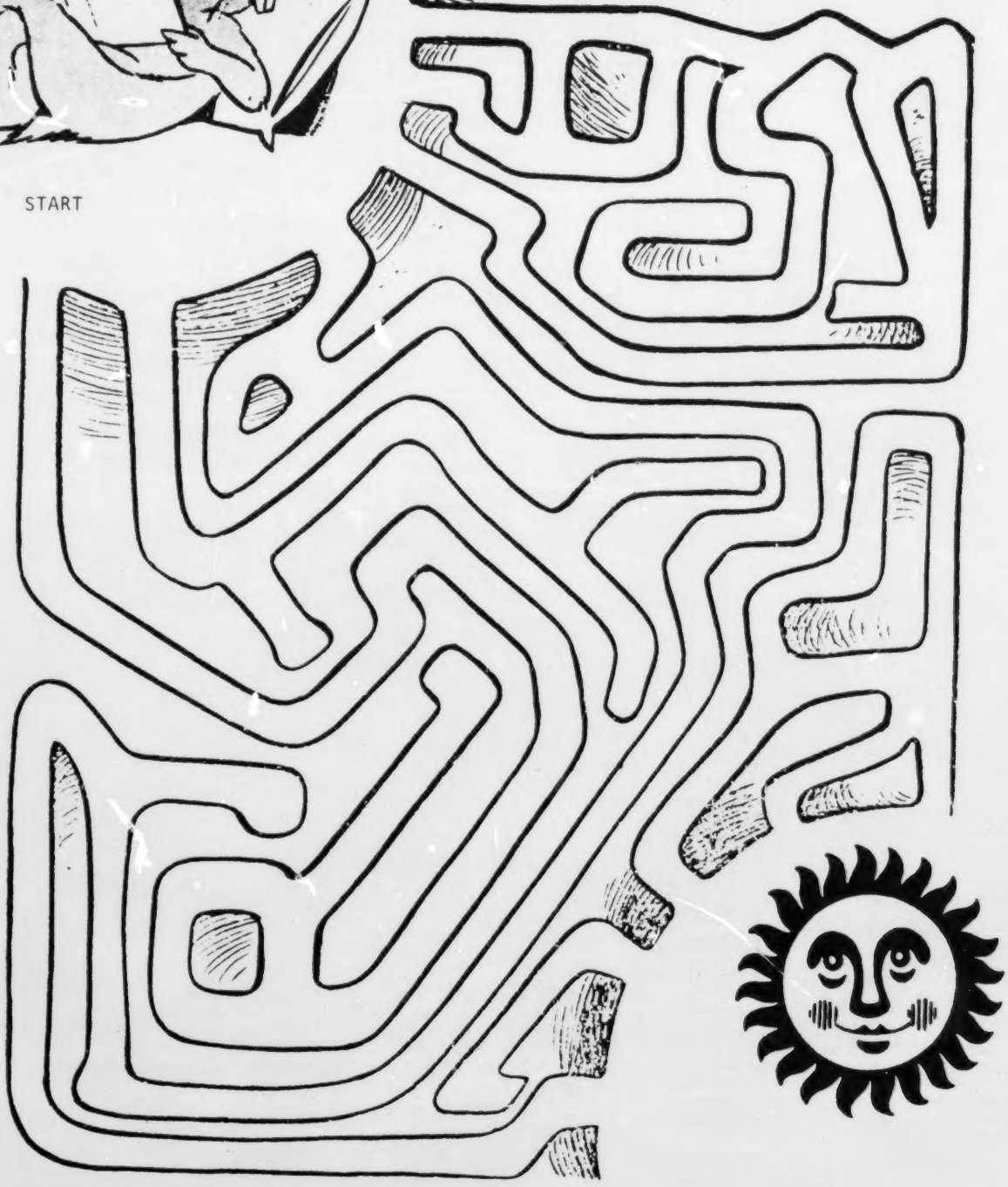
CAN YOU MAKE
YOUR OWN?

Groundhog Day, February 2....

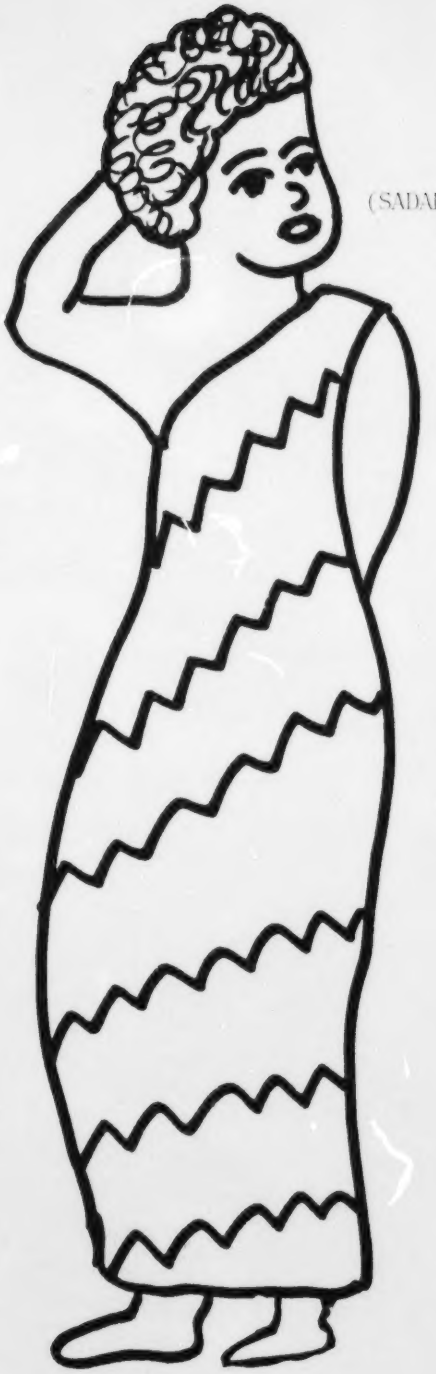
Georgie Groundhog has had a long, lazy sleep this winter! Now it's time for Georgie to wake up for Spring.

Can you help Georgie find his way out of bed and through the maze to the sunshine?

START



END



(SADARA)

(SADARA'S
GRANDMOTHER)

THE ADVENTURES OF SADARA

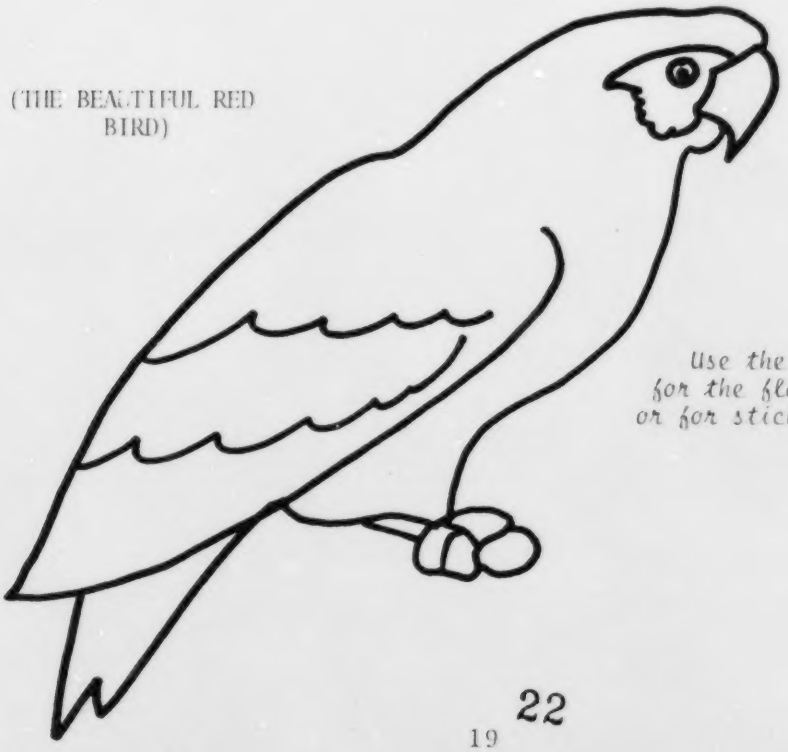
Sadara lived with her grandmother in a village. Her grandmother told her to always stay close the village because there were wild things in the jungle around the village.

One day while Sadara was getting some water for her grandmother, a beautiful red bird landed near the water hole. It was so beautiful and she wanted to touch it. But when she came too near, the bird flew away. Sadara ran after the bird which was flying further into the jungle. Sadara was going where she was told not to go.

It was getting late, and when Sadara didn't return with the water, her grandmother became very worried. When she told all of the village people, they became worried, too. So the men of the village gathered together and started searching for Sadara. They searched for hours and hours, but Sadara was nowhere to be found. Finally, the village people went to the wise witch doctor for help.

The witch doctor put on his beautiful hat with feathers that were many different colors. Then he did a witch doctor dance and sang many secret words. When he was finished, he pointed in the direction where Sadara was lost. The village men ran quickly into the jungle and found Sadara under a tree, crying. Sadara was so happy to be found that she promised her grandmother she would never go into the jungle again.

(THE BEAUTIFUL RED BIRD)



Use the pictures for the flannel-board or for stick puppets.

(THE VILLAGERS)

(THE WITCH DOCTOR)

The following are juvenile fiction books with Mexican and/or Mexican-American characters or characters of Spanish ancestry.

Beckett, Hilary
MY BROTHER ANGEL

Behn, Harry
TWO UNCLES OF PABLO

Blue, Rose
WE ARE CHICANO

Bonham, Frank
VIVA CHICANO

Clark, Ann Nolan
SANTIAGO

Clymer, Eleanor
SANTIAGO'S SILVER MINE

Coatsworth
THE NOBLE DOLL

Coatsworth
THE PLACE

Colman
CHICANO GIRL

Fante
BRAVO, BURRO!

Fiedler
CALL ME JUANITA

Fink, Augusta
TO TOUCH THE SKY

Forsman
FROM LUPITA'S HILL

Garthwaire
MARIO

Graham
LITTLE DON PEDRO

Kalnay
IT HAPPENED IN CHICHIPICA

Krumgold
...AND NOW MIGUEL

Lampman
GO UP THE ROAD

Lattimore
THE MEXICAN BIRD

Madison
MARIA LOUISA

O'Dell
THE TREASURE OF TOPO-EL-BAMPO

Politi
PEDRO, THE ANGEL O.' OLVERA STREET

Robinson
CITIZEN PABLO

Sommerfelt
MY NAME IS PABLO

Stinetorf
A CHARM FOR PACO'S MOTHER

Stolz
DRAGONS OF THE QUEEN

Stolz
JUAN

Talbot
NIGHT OF THE RADISHES

Taylor
THE MALDONADO MIRACLE

Van Der Veer
LONG TRAIL FOR FRANCISCO

Wier
GIFT OF THE MOUNTAINS

Patino, Ernesto
A BOY NAMED PACO

Juvenile non-fiction books concerned with Mexico and/or Mexican-Americans.

De Garza
CHICANOS; THE STORY OF MEXICAN-AMERICANS

Prago
STRANGERS IN THEIR OWN LAND

Eiseman
MAÑANA IS NOW

Martin, Patricia
CHICANOS: MEXICANS IN THE UNITED STATES

Tebbel
SOUTH BY SOUTHWEST

Marcus
FIESTA TIME IN MEXICO

Brenner
THE BOY WHO COULD DO ANYTHING, AND OTHER
MEXICAN FOLKTALES

Ross
IN MEXICO THEY SAY...

Campbell
STAR MOUNTAIN, AND OTHER LEGENDS OF MEXICO

Lyons
TALES THE PEOPLE TELL IN MEXICO

Godoy Alcayaga
CRICKETS AND FROGS

Brock
PIÑATAS

Ross
MADE IN MEXICO: THE STORY OF A COUNTRY'S
ARTS AND CRAFTS

Krone
A WORLD IN TUNE OF MEXICO

Prieto
PLAY IT IN SPANISH

Bernard
VOICES FROM THE SOUTHWEST

Newlon
MEN WHO MADE MEXICO

Coy, Harold
CHICANO ROOTS GO DEEP

Lovely Letters

Write a special letter to a friend. Each sentence must contain at least one word that has the beginning "L" sound. Use a green pen or crayon and underline each word that has the beginning "L" sound.

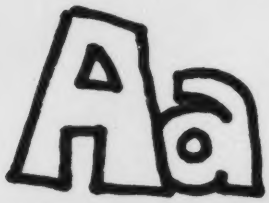
Dear _____,

Your friend,

CAN YOU FOLLOW DIRECTIONS?

Place the words in ABC order. Be sure to use the first letter for the words in Column 1, you will need the second letter for the words in Column 2 and the third letter for Column 3.

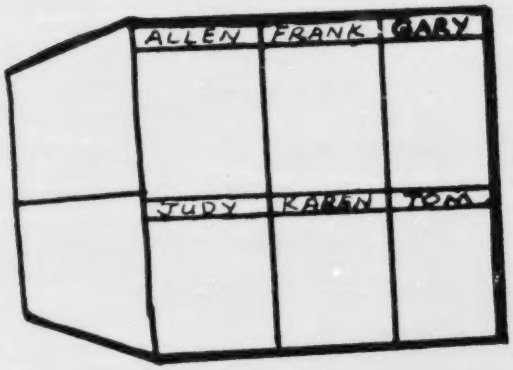
COLUMN 1	COLUMN 2	COLUMN 3
hire	add	act
fast	after	actual
white	able	achieve
black	alone	accept
dry	always	active
young	accept	accelerate
old	apple	action
stop	allow	acre
green	ape	acorn
learn	alarm	actor



February art...

Class Mailboxes

Make and use these handy mailboxes all through the year or decorate them extra fancy for Valentine's Day deliveries!



You need:

1. a milk carton for each student
2. construction paper
3. stapler
4. place in the classroom
5. strips of paper with names of students on them

Set up milk cartons some place in your classroom. Staple together. Cover outside area (top and sides) with construction paper. Alphabetize the papers with names and attach name to carton in alphabetical order.

Now each student has a private classroom mailbox.

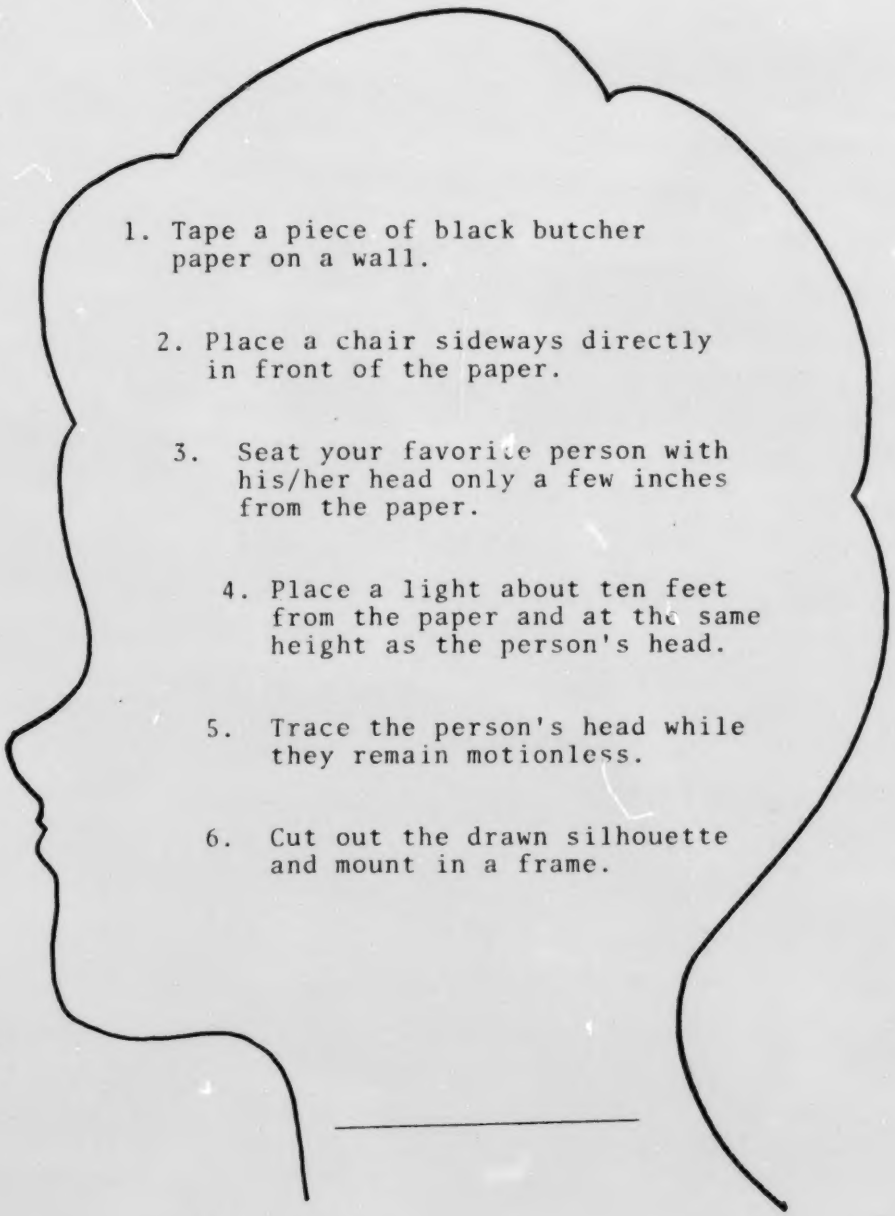
You are now ready to help your teacher!

When your teacher has graded some work papers, put them in alphabetical order and then place them in each student's mailbox.

MAKE A SILHOUETTE

OF AN

IMPORTANT PERSON



1. Tape a piece of black butcher paper on a wall.

2. Place a chair sideways directly in front of the paper.

3. Seat your favorite person with his/her head only a few inches from the paper.

4. Place a light about ten feet from the paper and at the same height as the person's head.

5. Trace the person's head while they remain motionless.

6. Cut out the drawn silhouette and mount in a frame.

Be on the Lookout

Lincoln Head Pennies

1909 VDB*	1921 S	1935 D	1948	1961 D
1909 S VDB*	1922	1936	1948 S	1962
1909	1922 D	1936 S	1948 D	1962 D
1909 S	1923	1936 D	1949	1963
1910	1923 S	1937	1949 S	1963 D
1910 S	1924	1937 S	1949 D	1964
1911	1924 S	1937 D	1950	1964 D
1911 S	1924 D	1938	1950 S	1965
1911 D	1925	1938 S	1950 D	1966
1912	1925 S	1938 D	1951	1967
1912 S	1925 D	1939	1951 S	1968
1912 D	1926	1939 S	1951 D	1968 S
1913	1926 S	1939 D	1952	1968 D
1913 S	1926 D	1940	1952 S	1969
1913 D	1927	1940 S	1952 D	1969 S
1914	1927 S	1940 D	1953	1969 D
1914 S	1927 D	1941	1953 S	1970
1914 D	1928	1941 S	1953 D	1970 S
1915	1928 S	1941 D	1954	1970 D
1915 S	1928 D	1942	1954 S	1971
1915 D	1929	1942 S	1954 D	1971 S
1916	1929 S	1942 D	1955	1971 D
1916 S	1929 D	1943 steel	1955 S	1972
1916 D	1930	1943 S steel	1955 D	1972 S
1917	1930 S	1943 D steel	1956	1972 D
1917 S	1930 D	1944	1956 D	1973
1917 D	1931	1944 S	1957	1973 S
1918	1931 S	1944 D	1957 D	1973 D
1918 S	1931 D	1945	1958	1974
1918 D	1932	1945 S	1958 D	1974 S
1919	1932 D	1945 D	1959	1974 D
1919 S	1933	1946	1959 D	1975
1919 D	1933 D	1946 S	1960 small date	1975 D
1920	1934	1946 D	1960 large date	1976
1920 S	1934 D	1947	1960 D small date	1976 D
1920 D	1935	1947 S	1960 D large date	1977
1921	1935 S	1947 D	1961	1977 D

*with designers initials VDB

Here is a list of Lincoln Head Pennies minted from 1909 through 1977. See how many pennies you can find with an S - San Francisco - mint or a D - Denver - mint mark.

Metric Roundup

1. LORKMAIG
2. SMUAREE
3. TREME
4. CRETENITEM
5. MARG
6. MELTILIERM
7. LABACEN
8. RELIT

UNSCRAMBLE THE METRIC VOCABULARY YOU SEE ABOVE. YOU WILL NEED TO KNOW THE MEANINGS OF EACH WORD IN ORDER TO DO THE FOLLOWING PAGES.

GET ON YOUR PONY AND ROUND UP SOME ANSWERS TO THESE PUZZLERS!

(1) Find and list items in these sizes:

1 cm	Something red over 10 cm
5 cm	Something blue from 20 - 30 cm
10 cm	Something on you under 3 cm
15 cm	Something shiny from 5 - 10 cm

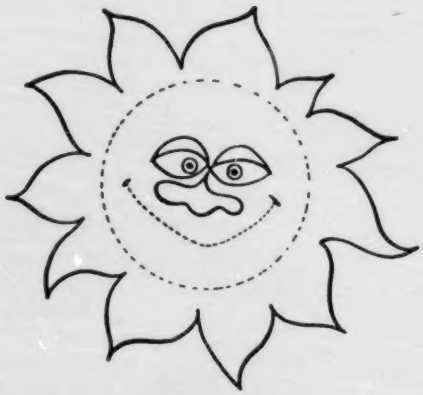
(2) Measure your pencil to the nearest centimeter

Then use your pencil to estimate the size of 8 other objects ... then measure them.

OBJECT ⟶ ESTIMATE ⟶ MEASURE

For Roundup activities use your own metric ruler or make one to use. Carefully cut out the ruler below and glue onto stiff paper or cardboard. Cover with clear contact paper or laminate it to keep it from wearing out.

3 ROUND-A-ROUND



You will need round objects:

* * a globe
* volleyball
* golf ball
* an orange
* a tennis ball

* * string or cord (not yarn - it will stretch)

Put the string around each round object.
Cut the string to find out how much you used.
Label each string or paste it on a piece of paper
Measure the piece of string.

Now you know a way to measure around a round object!

4

Measure 5 different crayons. Write down the color and the measurement in centimeters.

Then draw a line of that length with the same color of crayon.

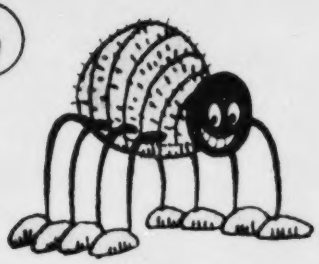
5

List 5 things that move that are taller than a meter.

List 5 things that don't move that are shorter than a meter.

34

6



Draw a line 16 cm long.

Draw a head at one end.

Make a funny animal.

Make a whole zoo of funny animals. Make up funny names for them. Use their measurement in the name:

example: Ninocerous

7 Make a collection of objects to measure. Put them in a box.

Label small boxes or clean milk cartons:

1 cm 2 cm 5 cm 10 cm

Measure the objects in the box. Then put the things into the box with the closest measurement.

8 ... you woke up one morning and discovered you were only 6 cm tall.

What happened next?

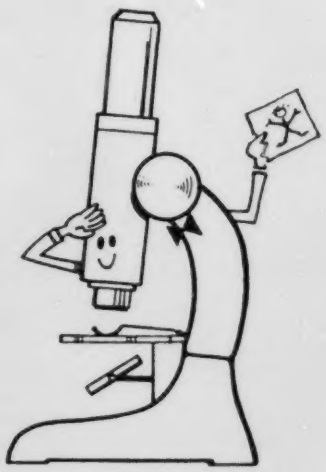
On the next day, you woke up feeling fine. You were your normal size. But when you called your dog, he couldn't get into the house. He was 6 m tall!

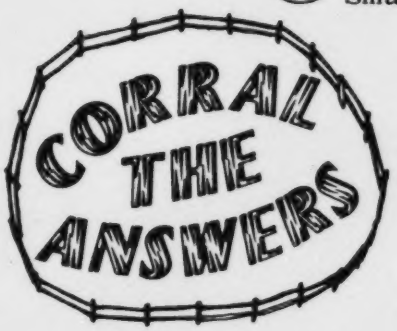
What happened next?

CHALLENGE:

Use all of these words in your story:

bed	window	danger	growl
shrink	slide	climb	banana
4 mm	ant	tree	10 m
scream	wind	bone	broom





9 Make your own weights and use them to weigh small objects:

Put two nickels into one side of a balance. Mold clay into a ball that will balance the two nickels. Add clay or take it away until the one ball of clay balances the two nickels. This will be 10 grams.

Make several balls of clay, each weighing 10 grams.

Put various small objects in the balance. Use your balls of clay to see how many it will take to balance the objects.

Ask questions and weigh to find the answers:

example: Which is heavier, 3 pencils or two 10 gram weights?

10

Weigh all your books on a kilogram scale. Add up their weights.

How many kilos would you carry if you carried them all home after school on the same day?

11 Weigh 10 things in kilograms.

List in order from the lightest to the heaviest.

Write the kilos of each thing you weigh.

12 Collect metric advertisements, pictures and labels.

Put them on the bulletin board or start your own Metric Roundup scrapbook.

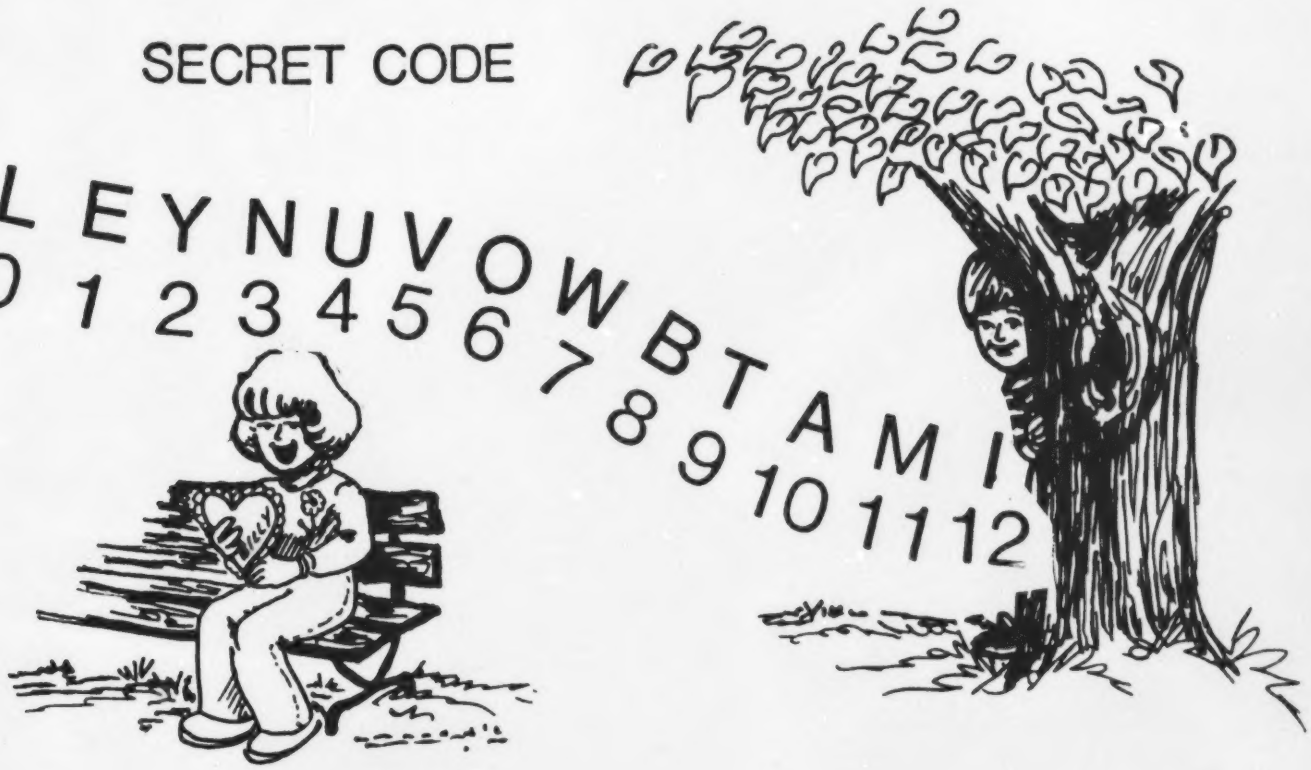
Valentine Triplets

VALENTINE'S DAY is February 14. In each heart below, write a number sentence (equation) of three numbers that will total 14. Use only the numerals 0-9, but you can use each numeral as many times as you wish.

One example is done for you.

Variation: Use two-number equations.

SECRET CODE



FILL IN THE MISSING SUMS OR ADDENDS. THEN USE THE SECRET CODE ABOVE TO DISCOVER A HIDDEN MESSAGE.

4	6	7	1
+3	+6	-7	-1

3	3	10
-1	+3	-6

8	9
-0	-8

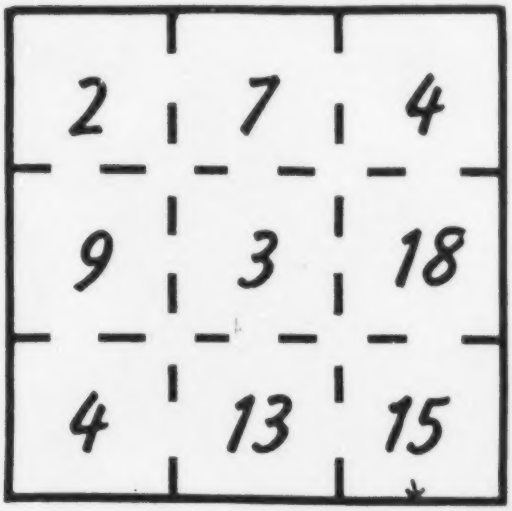
6	4
+5	-2

10	5	0	8	2	5	7	7	10
-5	+5	-0	-7	+1	+4	+5	-4	-9

MATH PATH

Addition

Find a path that adds up to the given sums. You may go any direction but do not use any square twice.



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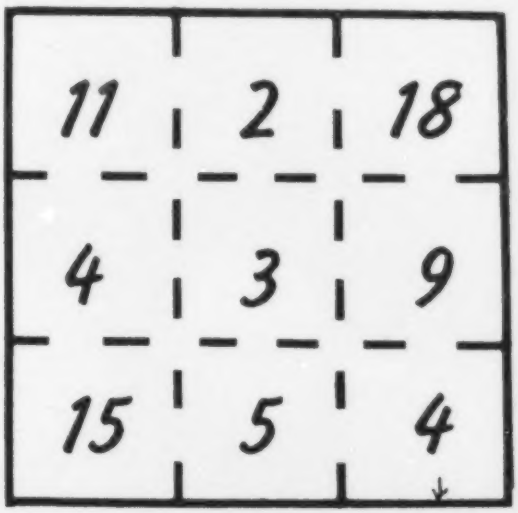

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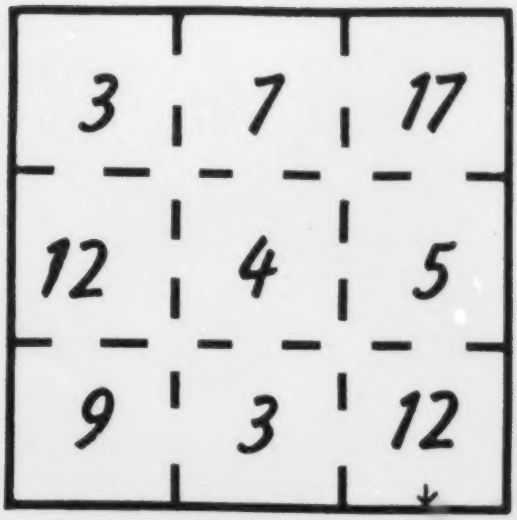

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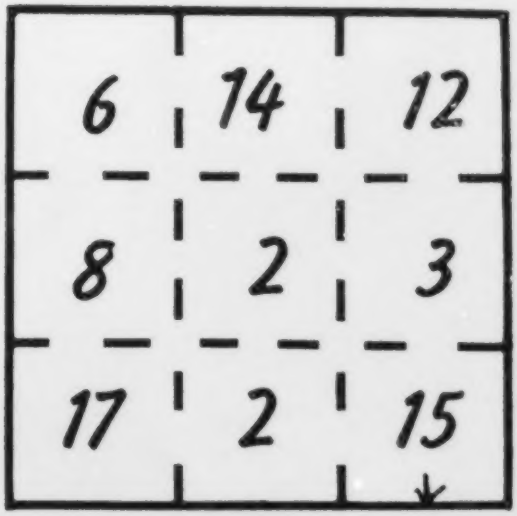

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The Post Office

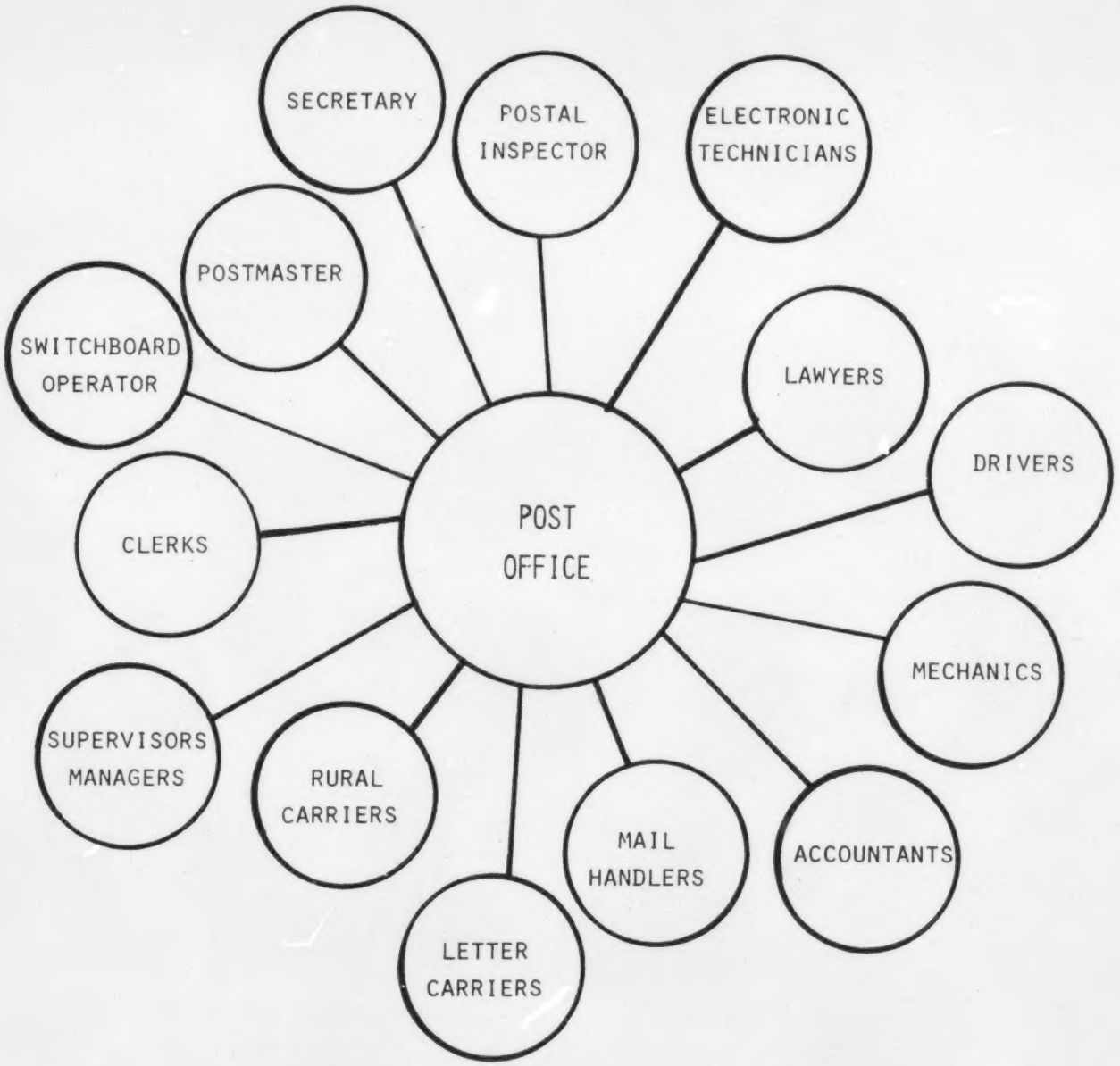
CHOICE ACTIVITIES

PURPOSE	To familiarize students with the jobs necessary to the functioning of a post office and the skills necessary for each job.
MATERIALS	1. Chart paper. 2. Felt pen. 3. Worker wheel (following page).
INTRODUCTION	Say: "Today we will talk about the different jobs in a post office. Help me list the ones you know."
CLASS ACTIVITIES	1. Teacher lists jobs in a post office as students name them. 2. Introduce the Worker Wheel for the post office. 3. Ask the students to name at least one skill each of these workers would need to do his or her job. 4. Task cards for activities. 5. Blank worker wheel to use as evaluation activity (either at this time or at end of unit.)
SUMMARY	Individual reports from children using task cards and/or involved in small work groups.

PROJECT CHOICE #115, A CAREER EDUCATION UNIT FOR GRADES 3-4, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CALIFORNIA 93309.

WORKER WHEEL

Make a large worker wheel on a chart or bulletin board. Introduce and discuss one worker at a time so students do not confuse job titles since some responsibilities overlap. You will need to refer to the worker wheel often during your study of the Post Office unit.

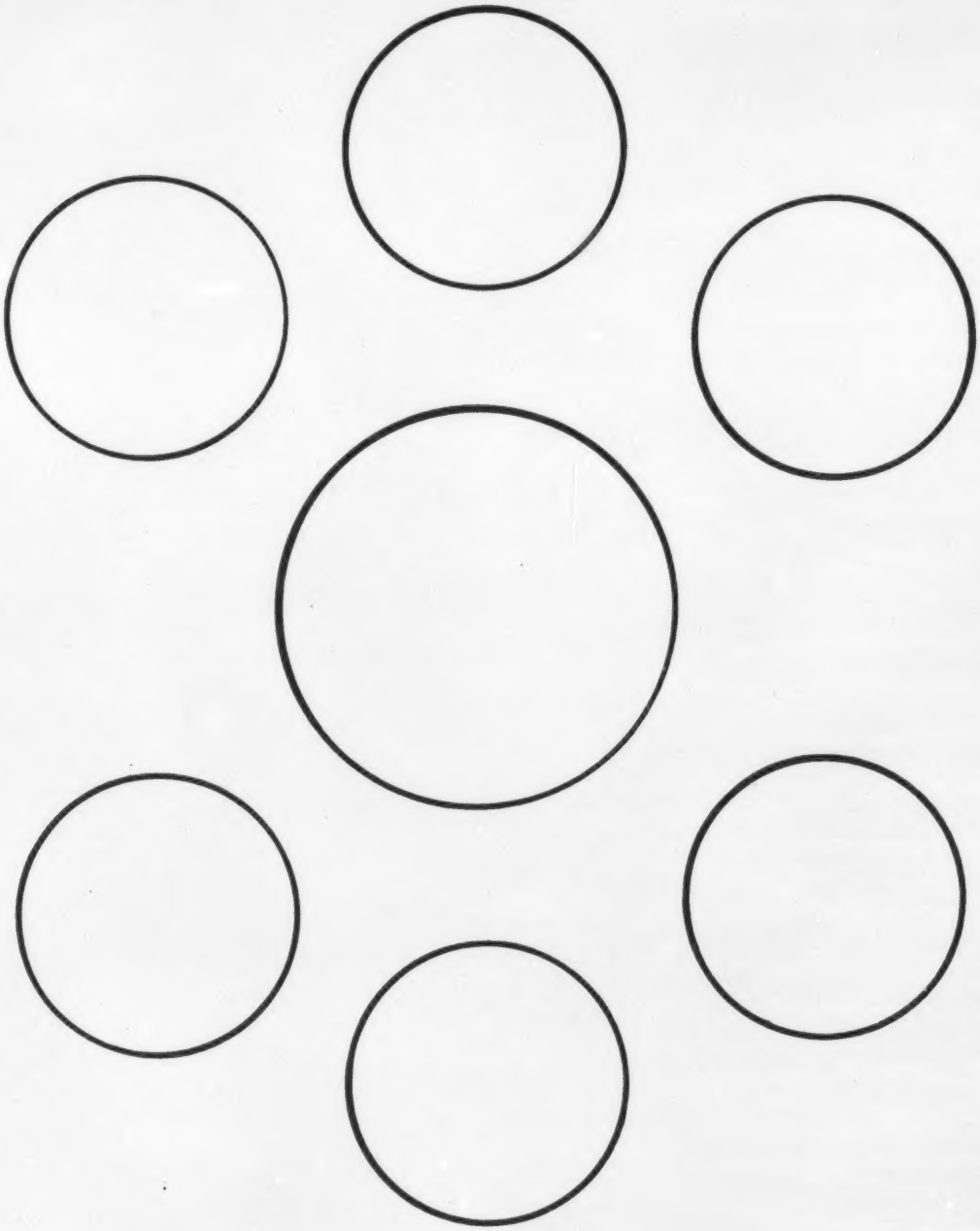


You may want to duplicate this worker wheel for students' notebooks on the Post Office unit.

Evaluation....

WORKER WHEEL

In the center circle, write POST OFFICE WORKERS. In the six smaller circles write the names of six workers you remember and whose jobs seemed interesting to you.



LET'S DISCOVER THE POST OFFICE*

You need:

1. eyes
2. ears
3. feet

1. How many people work at a post office?
2. Do they all have the same responsibilities?
3. Tell about some of the jobs different workers do.
4. What are some of the services provided by the post office.
5. Why is the post office an important part of the community?
6. How do machines help in the operation of the post office?
7. In what ways is the post office made safe for workers and customers?
8. What job would you like to do in a post office?
9. At what time during the year is the post office the busiest?

*This card is a study guide for the field trip to the post office. A copy of this card should be given to the resource person at the post office several days before the trip.

PURPOSE

To develop the students' awareness of the departmentalization in the post office and how machines help to do the work efficiently.

MATERIALS

1. Worker wheel.
2. Task cards.

INTRODUCTION

Say: "The post office is a very large organization. Let's look at our worker wheel and see if we can group some workers together because of the kinds of things they do."

CLASS ACTIVITIES

1. Discussion based on introduction. List different worker groups on chalkboard. Accept all groups with students explaining why they put some jobs together.

   Possible groups could be:
   (Postmaster, secretary, supervisors)
   (Postal Inspectors, lawyers, secretaries, clerks)

2. Discuss how departments help the post office to function more efficiently and the role of machines.
3. Task cards.

SUMMARY

1. Review discussion concepts.
2. Individual reports from students using task cards.

PURPOSE — To enable students to discover the responsibilities of each of the workers in a post office.

MATERIALS

1. List of workers.
2. Task cards.
3. Appropriate books for individual or small groups to use, from a school or public library:
   Our Post Office and Its Helpers,
   Let's Go to a Post Office,
   I Want to Be a Postman.
   (See other suggestions in Instructional Materials Section.)
4. Worker Wheel

CLASS ACTIVITIES

1. Add to the list of workers and discuss responsibilities of each job.
2. Use worker wheel in discussion.
3. Task cards
4. Role playing and pantomime to show various postal workers in their working situations.
5. Individuals or small groups can read books listed above to give reports to rest of class. Reports could be oral or written or art work.

SUMMARY

1. Review list of workers, naming one responsibility of each worker.
2. Reports from students using task cards.
3. Reports from children using special books about the post office.

PUPPET FUN!!

You need:

1. colored paper
2. paper bags
3. felt pens or crayons
4. paste
5. scissors
6. a friend to work with you

Make some paper bag puppets of postal workers. Look at the worker wheel for ideas. Plan a puppet play about the operation of the post office. Include in your play the different kind of job responsibilities of the workers. Present your play to the class.

THE MAIL CARRIER

You need:

-pencil

-paper

-writing skills

-knowledge about postal jobs

Pretend you are a reporter. Your assignment is to write a story about a letter carrier for your newspaper. Here are some things you might want to include in your story:

-Time of arrival at post office.

-Pick up and delivery of mail on route.

-Weight of mail being delivered.

-Different experiences carrier has had picking up and delivering mail.

-Are dogs really a problem on a mail route?

-What the mail carrier enjoys most about his job.

Have a friend proofread your story for you.

Share your story with the class.

You need:

1. manila paper
2. crayons
3. creativity

Some postal workers wear uniforms for their work. You have been chosen to design a new uniform for these postal workers.

What colors would you choose?

Design a uniform that the postal workers would like to wear.

Share your design with the class. Explain why your uniform would be practical for the worker and his or her job.

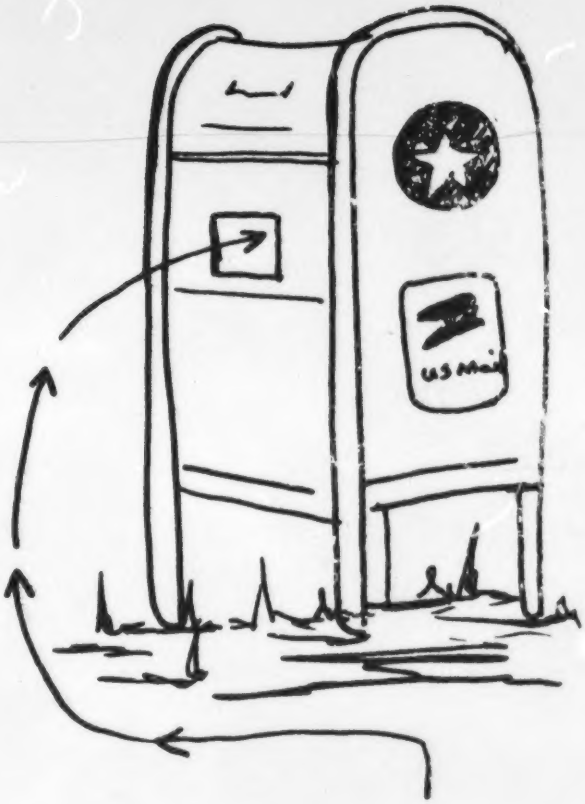
SOMETHING SPECIAL !!

You need:

-a neighborhood mailbox

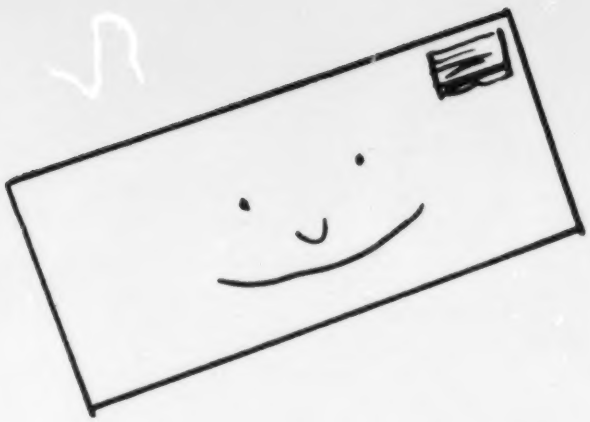
-a postal collector

-observation skills



Examine a mailbox in your neighborhood. Check the schedule. What does it tell you? Plan to be at the mailbox when a postal collector comes to collect the mail. Observe his work.

Report back to the class your observations.



You need:

-paper

-pencil

-knowledge about what happens to a letter when mailed

-some imagination

Pretend you are a letter. Someone has just deposited you in a mailbox. Write a story telling about your adventures until you arrive at your destination. Include in your story some real facts about real letters, but also use imagination! You might want to illustrate parts of your story.

Share your story with the class.

Games for Skill

TAG GAMES

★ All the Horses Run

a. Players line up behind one of the two end lines.
b. The caller is in the center midway between the two lines.
c. He calls one person from the line. This person attempts to run to the other end line without being tagged by the caller. If he is tagged, he joins the caller in the center.
d. If he succeeds in crossing the other end line, he calls "all the horses run" and everyone starts running across the field.
e. The caller ("It) attempts to tag these people. The number of people called is generally equal to the number of people in the center (or one less if you prefer).
f. The caller is the only person to call, and he may also call "all the horses run," and then everyone attempts to run.
g. The last one caught is the new caller. This is a tremendous physical fitness game with emphasis on endurance because of all the running involved.

Emphasize: All taggers must be at midline before anyone is called to run. No runners run until all names have been called out.

Variations

a. Caller can call out "All boy horses run" or "All girl horses run."
b. Caller can use clothing colors in calling out groups of runners.

★ Lemonade

a. The players are divided into two groups. A goal line is marked across each end of the play area and one group stands behind each goal.
b. The first group decides upon a "trade." They leave their goal and go to the opposite end of the play area, calling "Here we come!"
c. The second group asks, "Where from?"

First group: "New Orleans"
Second group: "What's your trade?"
First group: "Lemonade"
Second group: "Show us some, if you're not afraid!"

d. Then the first group pantomines its trade while the second group tries to guess the trade. If the players guess correctly, they immediately give chase while the others run for their goal.
e. Any players who are tagged before reaching their goal become members of the side tagging them.
f. This game is repeated with the second group choosing a trade.
g. The group of players who are guessing must maintain contact with its own goal line until the chase begins.

Teaching Suggestions

a. If the players need help in selecting trades, suggest such as washing dishes, making a cake, sweeping the floor, laying bricks, fishing, sawing wood, etc.
b. Keep the players in both groups spread across the width of the play area to avoid collisions as the players start to run.

★ Crows and Cranes - (A two-line fleeing game with safety goal behind each line)

a. Two teams of equal numbers are selected with one team being the Crows and the other the Cranes.
b. Each team has its own safety line, and there is also a center line from where the game starts with both teams facing each other. (Encourage each player to have one foot on the center line, or if there is no line, to come as close to the other team as possible.)
c. The leader will call out either "Crows" or "Cranes." If he calls "Crows," all the Crows will run toward their safety line, with the Cranes trying to tag them.
d. Each Crow tagged becomes a "Crane," and again both teams go back to the center line.
e. At the end of the playing time the team with the most members is the winner.
f. The leader should make the game more enjoyable by calling out other "cr" sounding words such as crackers, crazy, crackerjacks, etc., in an effort to trick the children. (An active, suspenseful game which the children love to play.)

★ Flowers and the Wind

a. The two groups, the flowers and the wind, are lined up on their own goal lines about 20 feet apart.
b. Teach the names of a few flowers.

c. The flowers secretly choose the name of a flower, then move up to face the wind.
d. The wind tries to guess the name of the flower selected.
e. When the right flower is called, the flowers turn and run for their own goal line, chased by the wind.
f. Anyone caught by the wind must return with that group.
g. Have the groups alternate, one group being flowers, until all members of that group have been caught.

Teaching Suggestions

a. Other subjects can be used, i.e., animals, birds, etc.

★ Circle Exchange Tag

a. Children form a circle and each child is given a number.
b. One child is then selected as the tagger and stands in the center of the circle.
c. The teacher or leader calls out numbers of the two children who must try to exchange places in the circle before the tagger can tag them.
d. Any player tagged becomes the new tagger, and the game continues.
e. If the tagger does not tag either number called before they exchange places, then he remains the tagger, and two more numbers are called. (The teacher should know the number of the tagger so that it is not called out!)

★ Steal the Bacon

a. Two equal teams line up.
b. A blackboard eraser or other object is placed in the center of the playing space between the two lines.
c. Each player has a number.
d. The leader calls a number, and the two players holding that number go after the object.
e. The player that is not successful in getting the object chases his opponent back, trying to tag him.
f. One point is scored for each player returning to his line with the object without being tagged. (End lines should be 20-30 feet apart).

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF INSTRUCTIONAL SERVICES

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Roberta Faeth-Goodman

Coordinator, Instructional Materials
Kern County Superintendent
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The fifth in a series of seven:

INSTRUCTIONAL MATERIALS WORKSHOPS TO DEVELOP HANDS-ON ACTIVITIES IN THE AREAS OF READING, SCIENCE, MATH, LANGUAGE ARTS, CAREER EDUCATION AND SOCIAL SCIENCE

Saturday
February 20, 1982
9:00 a.m.- 2:00 p.m.

KERN COUNTY SUPERINTENDENT OF SCHOOLS OFFICE-
BOARD ROOM, 5801 Sundale Avenue
Bakersfield, California 93309

A laboratory usage fee to cover construction costs is required. California State College, Bakersfield credit will be available at 1 quarter unit for every two sessions attended.

For further information contact Roberta Faeth-Goodman, at 834-3700 Extension 285.

The common thread of all educational activities should be development of the ability to think. The skills involved in thinking do not come automatically or develop by themselves. The natural abilities possessed by children need training and development. Keeping this in mind, the activities in CLASSROOM IDEAS are organized within the five operations of the mind as defined in the research of Dr. J.P. Guilford and his structure of the intellect model. These operations are: cognition, memory, convergent production, divergent production and evaluation.

OPERATION/ACTIVITY	PAGES
COGNITION	
Calendar	1
Maze	17
Following Directions	25
Word Search	12
Alphabet	25, 26
Math	29-33
Dot-to-dot	13
C.H.O.I.C.E. Activities	37-41
Comprehension	10
P.E.	48-50
MEMORY	
Poetry	2-3
Flannel Board Story	4-7, 18-21
CONVERGENT PRODUCTION	
Secret Code	14, 35
Crossword Puzzle	8, 16
Word Scramble	15, 29
DIVERGENT PRODUCTION	
Word Development	11
Art	26-27
Acrostics	9
Math	34, 36
C.H.O.I.C.E. Activities	42-45, 47
Letter Development	24